CHINESE EFL LEARNERS' COMMON GRAMMATICAL ERRORS AND EFFECTIVE TEACHING METHODS

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Abstract

Grammar is an important part of language learning. Teaching grammar is undoubtedly a necessary foundation of achieving accuracy and fluency of the language (Ellis, 2006). However, although Chinese EFL teachers spend much time and effort on it, the effect is not as obvious as expected. Students make the same grammatical mistakes repeatedly and also lose interest in grammar lessons because they are stressed and bored by the traditional teaching methods. By analyzing the common grammatical errors made by Chinese students, teachers can find out the specific difficulties students are challenged with due to the influence of their native language. Teachers should focus on these difficulties during teaching and also adopt suitable teaching methods and activities to make grammar lessons more effective and fun.

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Chapter One: Introduction

Grammar teaching plays an essential role in language teaching. Ellis (2006) stated that teaching grammar was undoubtedly a necessary foundation of achieving accuracy and fluency of the language. Therefore, many English as a Foreign Language (EFL) educators attach great importance to English grammar teaching in their classes. However, teaching English grammar to the EFL students has been a big challenge for a long time. In the past years, an amount of research has been done on English grammar teaching and learning strategies. The findings indicate that the strategies remain traditional for the most part, with grammar teaching centered on accuracy of form and rule learning, and with mechanical exercises seen as the way to bring about the learning of grammar (Jean & Simard, 2011).

I used to be an English teacher in a public high school in China for 10 years. In the secondary school stage, Chinese teachers and students spend a great deal of time teaching and learning grammar. However, the effect is not as obvious as expected. Most of the teaching and learning strategies fall into the rigid teaching model of explaining the rules, giving examples, practicing, and verifying. As a result, students have to do a lot of memorizing and complete exercising work. Gradually, they get stressed and bored by grammar lessons and eventually lose confidence in English learning, which in return increases teachers' workload and pressure.

With the development of technology and increasing communication around the globe, more and more creative and developed teaching and learning methods for English grammar have been brought up and shared in and abroad. However, not all these methods work well in the

Chinese EFL classroom because the learning and living environment will directly affect the language input and contact for EFL learners (Deng, 2016). Bialystok (1987) claimed that the correspondence between language structures in the first language (LI) and second language (L2) was a critical element affecting acquisition. In another word, Chinese EFL learners' grammatical knowledge of their native language will affect their understanding of English grammar.

Therefore, it is very necessary to do a comparison between Chinese and English grammar and find out the differences in aspects like morphology, syntax, and vocabulary. In this way, the EFL students can recognize the respective characteristics between L1 and L2 from the theory of language science, so that they can master language knowledge proficiently and improve the ability to use it. Additionally, according to the differences, the teachers can target the major difficulties in grammar learning for the Chinese students precisely, and then specially adapt teaching and learning methods to make grammar lessons more effective and interesting for the Chinese EFL students.

To help the teachers improve English grammar teaching strategies, I decided to research this area and set up a website as my final project. On the website, I have created four main sections. In the first section, I have shared the research on the differences and similarities between Chinese and English grammar and target the key and difficult points of English grammatical knowledge for the Chinese students. In the second section, I have shared some innovative teaching methods and activities from both L1 and L2 English grammar classes and adapted them to the Chinese EFL classroom. In the third section, I have created a forum where the teachers can discuss and share their problems and suggestions about grammar teaching from their practice. In the last section, I have shared some websites or other online resources for teaching and learning English grammar. With the development of technology, more and more

interesting and useful resources appear on the Internet. For one thing, it meets the needs and interests of the students in this information age; for another thing, due to the COVID-19, there is a huge demand in remote teaching. I believe these online resources will benefit the EFL teachers and students a lot during this special time and in the future.

As an English learner and teacher, I have experienced the difficulties that Chinese EFL students and teachers face in the English grammar class. Through this thesis and project, I sincerely hope to have found some solutions to the problems and have made English grammar learning more effective and fun for the Chinese ESL students.

Chapter Two: Literary Review

For years, there have been debates about the role of teaching grammar in English classes to students whether they are native speakers or EFL/ESL learners. After significant amounts of research and observation, linguists and educators have come to a consensus: the teaching of grammar is of great importance in both L1 and L2 classes. Without it, language acquisition will be harder and slower because the essential rules of grammar make up a vital framework of language learning, and grammar teaching could enhance the learners' proficiency and accuracy as well as facilitate the internalization of its syntactic system (Hinkel & Fotos, 2002).

In China, teachers also attach great importance to grammar teaching in the EFL classes, and many of them still use the traditional teaching methods, which focus on memorization, recitation, and lots of exercises on grammar rules, such as the Grammar Translation Method (GTM). They may feel GTM is valid in language teaching and learning practices, especially in EFL classrooms (Xia, 2014), and it is easier for them to shape classroom objectives and evaluation processes when compared with other methods and approaches (Brown, 2000). However, as many Chinese teachers have claimed, even though it takes them a great deal of time to get access to English grammar teaching, the outcome is not as obvious as they have expected (Zhou, 2017; Ji & Liu, 2018).

In this chapter, I will first examine the grammatical mistakes that Chinese EFL learners often make and then find out the possible reasons caused by the differences of Chinese grammar from English grammar. Next, I will review the grammar teaching methods in China and abroad

and share some effective methods that meet the needs of Chinese students based on the research reviewed.

The Common Grammatical Mistakes Made by Chinese EFL Learners

Zhan (2015) investigated the frequent errors made by Chinese students and provided an analysis on these errors to help EFL teachers generalize useful pedagogical implications for grammar teaching. She suggested that teachers should focus on all the grammatical errors, especially those frequent ones so that they may provide their students effective grammar instructions (Zhan, 2015). James (2001) pointed out that error analysis is the study of linguistic ignorance, the investigation of what people do not know and how they attempt to cope with their ignorance. In other words, the analysis is of great importance to help the teachers to find out what leads to those errors, generalize useful pedagogical implications for grammar teaching and, thus, give effective instructions to their EFL students (James, 2001).

After investigating many mistakes found in the topic-based writings of Chinese EFL learners, Zhan (2015) concluded that the most frequent error in Chinese students' writings is the misuse of tenses and verb forms. As noted by Zhan (2015), "others include those in spelling, use of particular words and phrases, Chinese-English expression, singular and plural form of nouns, parts of speech, non-finite verbs, run-on sentences, pronouns and so on" (p. 72). Teachers should pay attention to these key points while teaching grammar so that they can prevent the students from making these errors repeatedly. Tan (2018) identified and categorized ten of the most common errors that Chinese EFL learners made and presented them in Table 1.

Table 1

An asterisk (*) before a word or a sentence indicates an error.

Section	Example	Error
1. Plurals	There are many dogs and a lot of furniture in this house	There are many *dog and *many furnitures in this house.
2. Subject Verb Agreement	He likes books.	He *like books.
3. Verb Tense	She ran yesterday.	She *run yesterday.
4. Gender and Pronoun Use	I met a new friend today. Her name is Mary.	I met a new friend today. *His name is Mary.
5. Articles	I am in the supermarket. She's a good teacher.	I am in * supermarket. She's * good teacher.
6. Prepositions	Alice is on the bus.	Alice is *in the bus.
7. Questions	Do you mind if I sit here? No, please do.	Do you mind if I sit here? *Yes, please do.

8. Dangling Participle	Walking up the hill, I see flowers blooming.	Walking up the hill, *the flowers are blooming.
9. Homonyms	I turn on the light.	I *open the light.
10. Conjunctions	Although he's not feeling well, he insists on going to work.	Although he's not feeling well, *but he insists on going to work

Based on Tan's (2018) research, researchers and educators analyze and explain the possible causes of these grammatical errors, among which, most of them highlight the differences between Chinese and English grammar.

Contrastive Analysis between Chinese and English Grammar

The influence of L1 on the acquisition of L2 is a crucial issue in the understanding of how languages are acquired. Ortega (2009) claimed that all second language learners own the complete system of the knowledge of their native languages, and sometimes some fragmental knowledge of other languages or dialects when learners start to acquire another new language. All the language knowledge pre-possessed by the learners becomes a vital source of influence on the target language acquisition. Alonso (2017) stated that as interference happens when habits are transferred from the L1 to the L2, similar language patterns will result in a positive transfer,

while different ones will lead to a negative transfer. Thus, with the contrastive analysis between Chinese and English grammar, most errors can be predicted by identifying the differences. English belongs to the Germanic family whereas Chinese belongs to the Sino-Tibetan family. There is no doubt that there are differences between Chinese and English, and these differences can cause errors. Based on the analysis of the common grammatical mistakes made by Chinese EFL learners, researchers and educators summed up some major differences of Chinese grammar: (1) The form of singular and plural nouns remains the same. A number or a suffix is added to the singular to indicate the plural rather than changing the noun itself. (2) Subject-verb agreement is not attended to in Chinese grammar. There is no change of the verbs to match with the corresponding subjects. (3) The form of the verbs stays the same with the various changes of different tenses in Chinese. Adverbials of time are adopted to indicate the present tense, past tense, or future tense instead of changing the verb tense according to the voice grammar. (4) The concept of articles does not exist in Chinese. The closest concept to articles is quantity words. (5) There is no strong distinction between different prepositions in Chinese. For example, the word "在" [zài] is simply used as the same meaning of covering all these prepositions (at, on, in) when regarding times and places. (6) When multiple adjectives describe a noun, the adjective word order in Chinese is different from English. (7) The form of the pronoun stays the same with both subject pronoun and object pronoun. (8) The subject is not a must in a sentence if the meaning that the sentence conveys is clear. (9) The word order in declarative sentences is the same with interrogative sentences in Chinese. (10) Two or more verbs or verb phases can work as predicate verbs in one simple sentence in Chinese, and the order of this serial verb construction cannot be reversed. (11) The conjunctions in Chinese often work in pairs in one sentence (Gu, 2008; Tan, 2018; Tang, 2018; Yip & Rimmington, 2005).

The impact of these differences can become an obstacle when it comes to English grammar learning for Chinese EFL learners. Tang (2018) explained that many Chinese EFL learners are impacted by the rules of Chinese grammar that when they encounter difficulties, they tend to apply their implicit knowledge of Chinese to English unconsciously in EFL class; therefore, in order to help Chinese EFL learners to acquire English better, EFL teachers and learners need to notice and comprehend the different points of grammatical knowledge between English and Chinese.

Grammar Teaching Methods for Chinese EFL Teachers

In history, grammar teaching has gone through a variety of teaching contents and approaches from the Grammar-Translation Method, the Direct Method, the Audio-Lingual Method, the Cognitive Method to the Communicative Approach, such as Grammar Consciousness Raising Approach, Interactional Feedback Approach, Textual Enhancement Teaching, Textual Teaching or Discourse-based Teaching Mode, Task-based Grammar Teaching, Interpretation-based Grammar Teaching, Output Tasks Communicative Teaching, Story-based Approach, Content-based Teaching, etc. (Nan, 2015). Pennington (2002) suggested a synthesis approach to grammatical pedagogy and focused on 4C (Collocational, Constructive, Contextual and Contrastive). Richards and Reppen (2014) came up with twelve principles as the basis for a pedagogy that emphasizes acquiring learning how to use grammar in a text.

In China, Grammar-translation has traditionally ruled grammar teaching for a long time (Dai, 2011). In such a method, native language is used to elicit meaning and translation from the target language into the native language constitutes the main classroom activity (Larsen-Freeman, 2000). Richards & Rodgers (2001) observed that with the Grammar-translation

method, learners have to memorize the grammatical forms and vocabulary of the target language which are deductively presented to them. This method may help the learners to obtain extensive knowledge of the grammatical rules, but they will have difficulties in using the language in unrehearsed communicative contexts (Hashemi and Daneshfar, 2018). To facilitate the learning process for students, Chinese EFL teachers have switched from using traditional ways of teaching English to adopting a variety of modern English teaching methods from the West (Rao, 2002). They adopted Dictogloss Mode, Integrating Grammar Instruction, Cognitive Grammar Teaching, Task-based Mode, Contest and Textual Grammar teaching, Content-based Approach, etc. (Nan, 2015).

A great number of Chinese EFL teachers have promoted CLT (Communicative Language Teaching) vigorously and it has influenced English teaching in China greatly (Kraut, R. & Poole, R., 2017). Richards (2007) defined CLT as a set of principles about "the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom" (p. 2) and emphasized that the aim of language teaching is to develop the learner's communicative competence. Dai (2011) demonstrated in her research that integrating grammar teaching with CLT can "make grammar teaching more interesting and appealing and thus improve the students' ability to use the language" (p. 4). She also recommended two commonly used types of classroom activities to change the boring atmosphere of traditional grammar class by adopting the communicative method in her research. In the first instance, teachers can use role-play to "make the task-based classroom a lively and rich language environment for learners of all abilities" (Nunan, 2001, p.84). They can apply the grammatical knowledge they have learned into practice in the role-play, while teachers can observe and check how much the students have mastered and then pay

more attention to the part which needs more improvement in the future. The second type of activity is group discussion. After giving instructions on the grammatical points, the teacher can divide all the students into several groups. Through discussion, the students will "become skilled at cooperating with others, and express their own opinions, ideas, and feelings, guided by the teacher" (Nunan, 2001, p.83). Nunan also pointed out that in group discussion, students "learn how to solve language problems in a systematic way and to decide what language to use in the different situations that their teachers present in the classroom" (p. 84).

Nan (2015) introduced Storytelling as an effective way to apply what the students learn to real communication. She argued that by listening, speaking, reading, and writing some stories, students can absorb and practice the knowledge of English grammar in real life contexts that they are familiar with and telling the stories can improve students' understanding of the tenses which are a big challenge for Chinese EFL learners. For example, the teacher can tell his or her own stories first, and show them the differences of past, present, and future tenses; the students need to answer some questions after listening to the story; the teacher can check if they recognize and understand the different tenses according to their answers and then provide them with reading material of the story to reinforce the understanding of the form and meaning of different tenses; next, the students can have a free talk related to the topic of the teacher's story based on their interest and experience, which encourages them to listen to and tell more stories they are interested in; at last, the teacher can ask them to write down their stories as a writing assignment(Nan, 2015). In this way, Nan (2015) believed that the students will learn the meaning, form, and use of each grammatical structure in a meaningful context and communicative interactions.

The concept of the mind map is applied to grammar teaching in China in recent years. Buzon and Barry (1993) defined Mind map as an organizational technique to help students organize facts and thoughts in a map format which contains a central image, main themes radiating from the central image, branches with key images and key words, plus branches forming a connected nodal structure. Through mind mapping, students can develop their abilities in memory, brainstorming, learning and creativity (Buzon & Barry, 1993). Because the mind map is often created and decorated with colors, images, signs, symbols, codes, and so on, it can bring fun to grammar teaching and arouse students' interest in learning and eventually improve the learning efficiency (Gu, 2016). To illustrate the way to impart the grammatical knowledge of prepositions indicating a place to students with the method of Mind map, Wang (2019) gave an example in his research: when designing a mind map on the blackboard to teach the prepositions, the teacher marks the topic " indicating place" in the center and puts the prepositions in the first branch; while introducing the use rules of one preposition in the second branch, the teacher explains the rules in Chinese; further explanation of the rules comes in the third branch with one example sentence which corresponds each of the use rules; students can sum up the grammar rules of other prepositions by following the teacher's steps and also can use colors and graphics to make the mind maps more beautiful and appealing. Wang (2019) concluded that with the help of this method, the students can summarize and memorize knowledge points systematically, extract information quickly and accurately and enjoy the fun of designing and decorating the mind maps at the same time.

Teaching with the help of technology is increasingly popularized in EFL learning and instruction in China. Bikowski (2018) indicated that through computer-assisted language learning (CALL), EFL teachers can adopt synchronous tools(online chatting, video

conferencing, social media or other virtual learning environment) and asynchronous tools (discussion board, e-mails, blogs, or listservs) to give lessons in various ways, while students can get a variety of access to authentic English learning materials or tools (English dictionaries, bilingual dictionaries, translators, grammar checkers, rule handbooks, or concordances) and interesting activities (digital games, videos, audio e-books, and so on) whenever and wherever. The integration of technology will significantly influence the way teachers and students interact in grammar classes. As suggested by Colpaert (2004), teachers can adopt appropriate online tools to focus on learners' needs and help them to collaborate through meaningful learning experiences.

Conclusion

It is essential to analyze and comprehend the difficulties that EFL learners face while learning English grammar and then teachers can adopt suitable teaching methods in their grammar instructions accordingly instead of employing theoretically recommended methods (Al-Mekhlafi & Nagaratnam, 2011). Therefore, EFL teachers need to understand the importance of analyzing the frequent grammatical errors made by the Chinese students and then adapt their instruction to the students' real needs. In this way, teachers can implement effective methods and fun activities in class to help students achieve success in grammar learning.

Chapter 3: Project Design

In this chapter, I explain the rationale behind creating a website for the Chinese EFL teachers to improve their teaching methods of English grammar teaching. The website will assist the teachers to target the difficulties that the Chinese EFL students are struggling with and recommend some effective teaching methods, fun activities, and useful online resources for grammar classes.

Palmer (1972) claimed that the central part of a language is its grammar, which should be of vital interest to any intelligent educated person. Grammatical competence is essential for communication (Brown, 1994; Larsen-Freeman & Long, 1991) and instructed learners are found to outperform uninstructed learners in their rate of learning and level of achievement (Long, 1988). Hinkel and Fotos (2002) argued that grammar teaching can enhance learners' proficiency and accuracy and facilitate the internalization of its syntactic system. Therefore, grammar teaching has always played an important part in the EFL classes in China. Teachers devote great effort and attention to grammar lessons. However, learning grammar is still a challenge for Chinese EFL students.

For teaching a second language (L2) in an EFL context, teachers need to adapt their teaching methods and strategies to the first language of the learners (L1), which influences all the aspects of language instruction. Chinese students have their specific problems and difficulties in English grammar learning due to the interference from the native Chinese language. That is why they frequently make the same mistakes in their writing and speaking. Corder (1967) argued that errors are significant in three aspects: they tell the teacher what needs to be taught; they tell the

researcher how learning proceeds; and they are a means whereby learners test their hypotheses about the second language (L2). Johnson (2002) made the point that errors hold vital clues about the process of EFL learning, rather like the pain that may tell the doctor more than all the parts that do not hurt. Therefore, investigating and analyzing the common grammatical errors made by Chinese EFL learners via comparing the Chinese and English grammar can help teachers identify the causes of these errors and attach specific attention to the key problems while doing the teaching planning.

At the same time, more effective teaching methods should be adopted to deal with these problems in class. In China, most of the language learning strategies still focus on memorizing the rules and practicing through the exercises, which makes the students feel bored and pressured with grammar learning. To create a more interesting and effective learning environment, teachers should improve their teaching methods and bring fun activities to the EFL classes.

In addition, the integration of technology can benefit grammar learning and teaching in this new digital age. Colpaert (2014) believed that the use of appropriate online resources allows teachers to focus on learners' needs and helps them to collaborate through meaningful learning experiences. Zaryn (2013) advised that the teachers should incorporate multimedia resources in their lessons and inspire students in collaborative activities like blogs, presentations, videos. Therefore, the use of technology allows for many creative ways of grammar teaching and learning.

In order to help Chinese EFL teachers to improve their teaching in English grammar, the final project is a website to provide access to information and resources for grammar teaching as well as a platform to share teachers' experience and suggestions from their everyday teaching practice. The content of the website is divided into four sections, (a) the comparison of Chinese and English grammar and analysis of the causes leading to the common mistakes made by

Chinese EFL learners; (b) innovative teaching methods and interesting activities for Chinese EFL grammar classes; (c) a forum for the Chinese EFL teachers to discuss problems and give suggestions about grammar teaching in real classrooms; (d) online resources and technology that benefit grammar teaching and learning. Through this website, teachers are able to develop their teaching methods and classroom activities using the information as a guide and provide effective and fun grammar lessons to the Chinese EFL students.

Chapter 4: Final Project

The present project is an educational website which is designed to improve grammar teaching in the EFL class. The content of the website is based on the research developed by educators and scholars about common grammatical errors made by Chinese students, effective methods, and class activities and useful online resources. The name of the website is *Grammar Teaching in Chinese EFL Class* (Figure 4.1), and the web address is https://yongqianhuang.wixsite.com/grammarteaching.

Figure 4.1: Home Page

On the homepage, teachers will find four links to four web pages where they will get to know what challenges Chinese students are facing in learning English grammar, how to adopt useful teaching methods and fun class activities in grammar lessons, what online resources they can benefit from, and they can also join the discussion forum to bring up their problems in grammar teaching and get suggestions from others.

The first link is called "Challenges" (Figure 4.2), which states the difficulties that Chinese EFL teachers and students confront in English grammar teaching and learning. It lists the common grammatical errors made by Chinese students and analyzes the errors by comparing Chinese and English grammar. Teachers will find what key points of grammar knowledge they need to focus on in the future classes. The web address is https://yongqianhuang.wixsite.com/grammarteaching/challenge.

Figure 4.2: Challenges

In the second link called “Methods & Activities”, teachers will have a quick review of the teaching methods in and out of China and find four recommended teaching methods (Figure 4.3) and activities to apply to grammar classes. Another four links will give further information of each method through texts and videos. The web address is https://yongqianhuang.wixsite.com/grammarteaching/challenge.

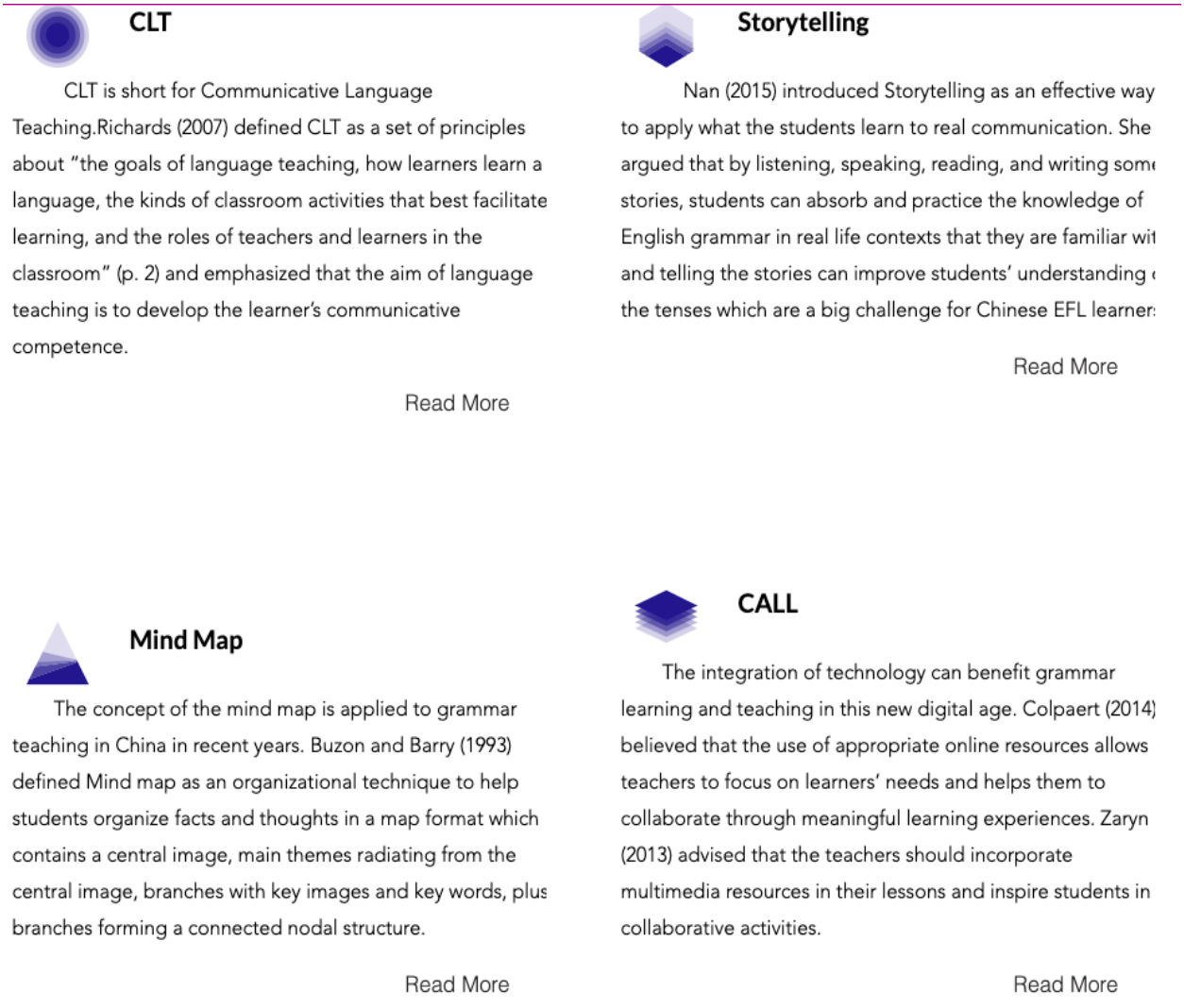

Figure 4.3: Four Recommended Methods

The first method is CLT (Communicative Language Teaching). This method will help the students to learn grammar through different communicative activities. Teachers will find a text about the research on CLT and three videos (Figure 4.4) which introduce the definition of CLT, the related methods and its application in teaching planning. The web address is https://yongqianhuang.wixsite.com/grammarteaching/single-project.

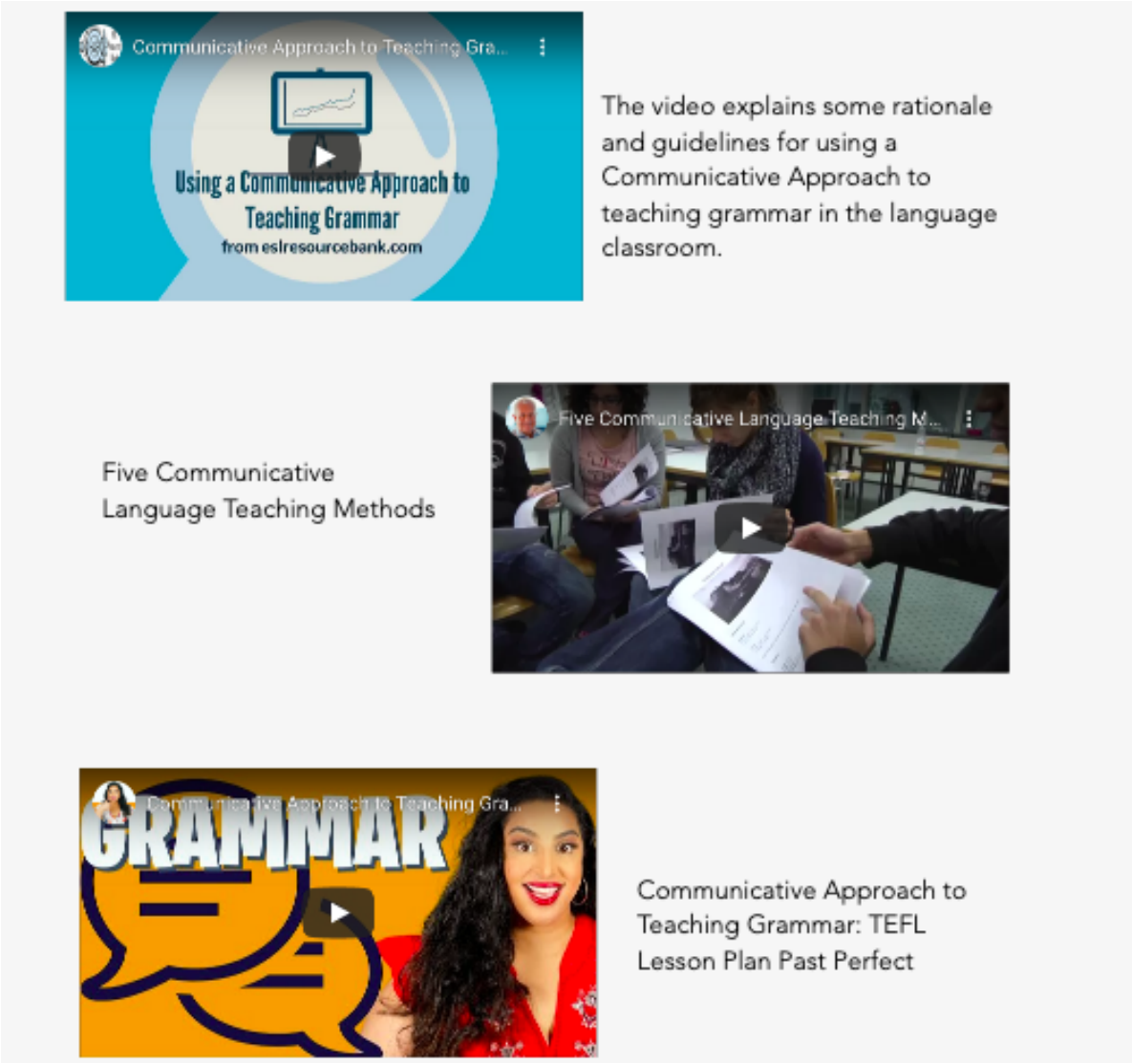

Figure 4.4: Videos for CLT

The second method is Storytelling. On this webpage, teachers will read about how to use storytelling to improve grammar teaching. There is also one video introducing TPR Storytelling and three lesson demos (Figure 4.5). The web address is https://yongqianhuang.wixsite.com/grammarteaching/storytelling.

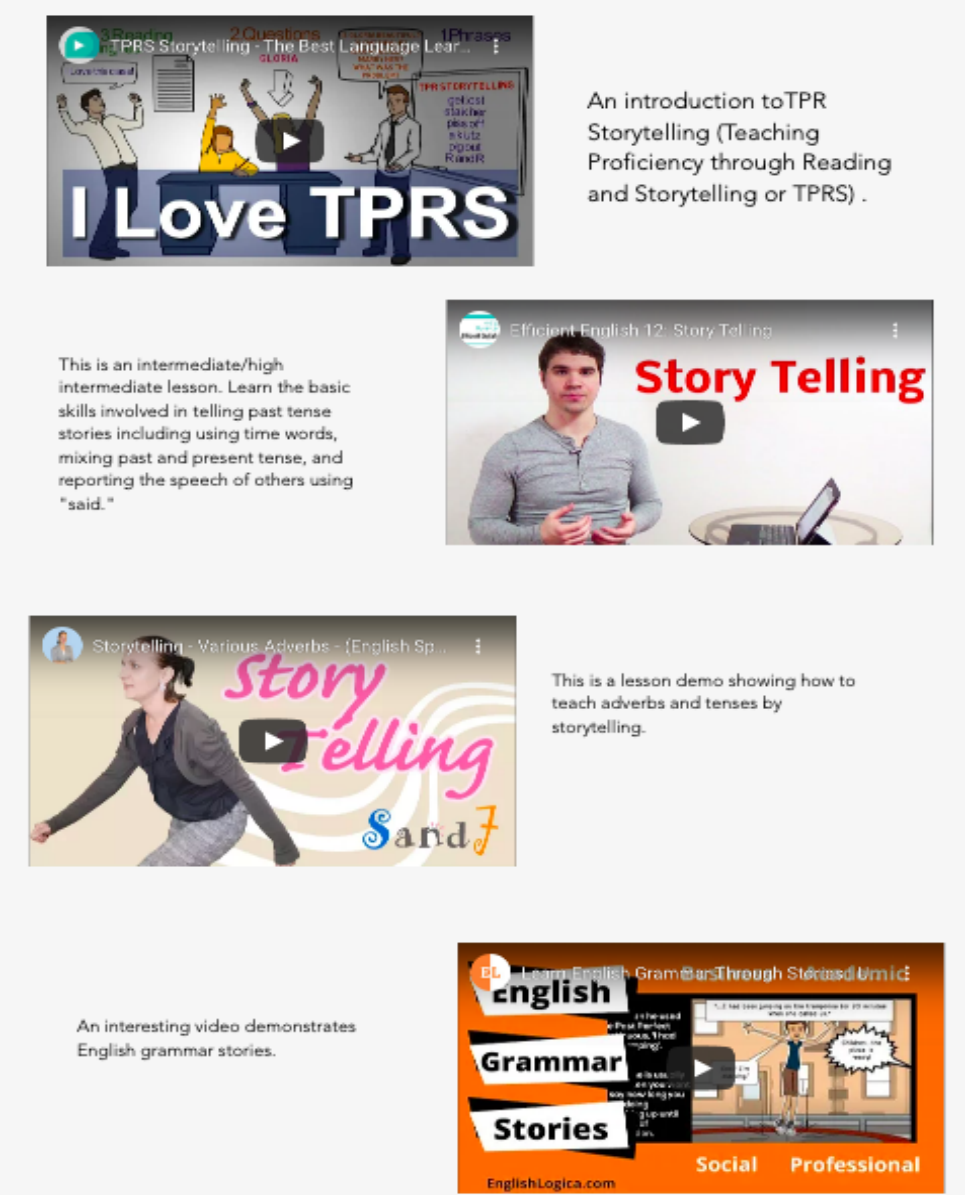

Figure 4.5: Videos for Storytelling

The third method is Mind Map. Teachers will find a text about the research on the use of mind mapping in grammar teaching. Besides, they can learn more about the benefits and examples of mind mapping through three videos (Figure 4.6). The web address is https://yongqianhuang.wixsite.com/grammarteaching/mind-map.

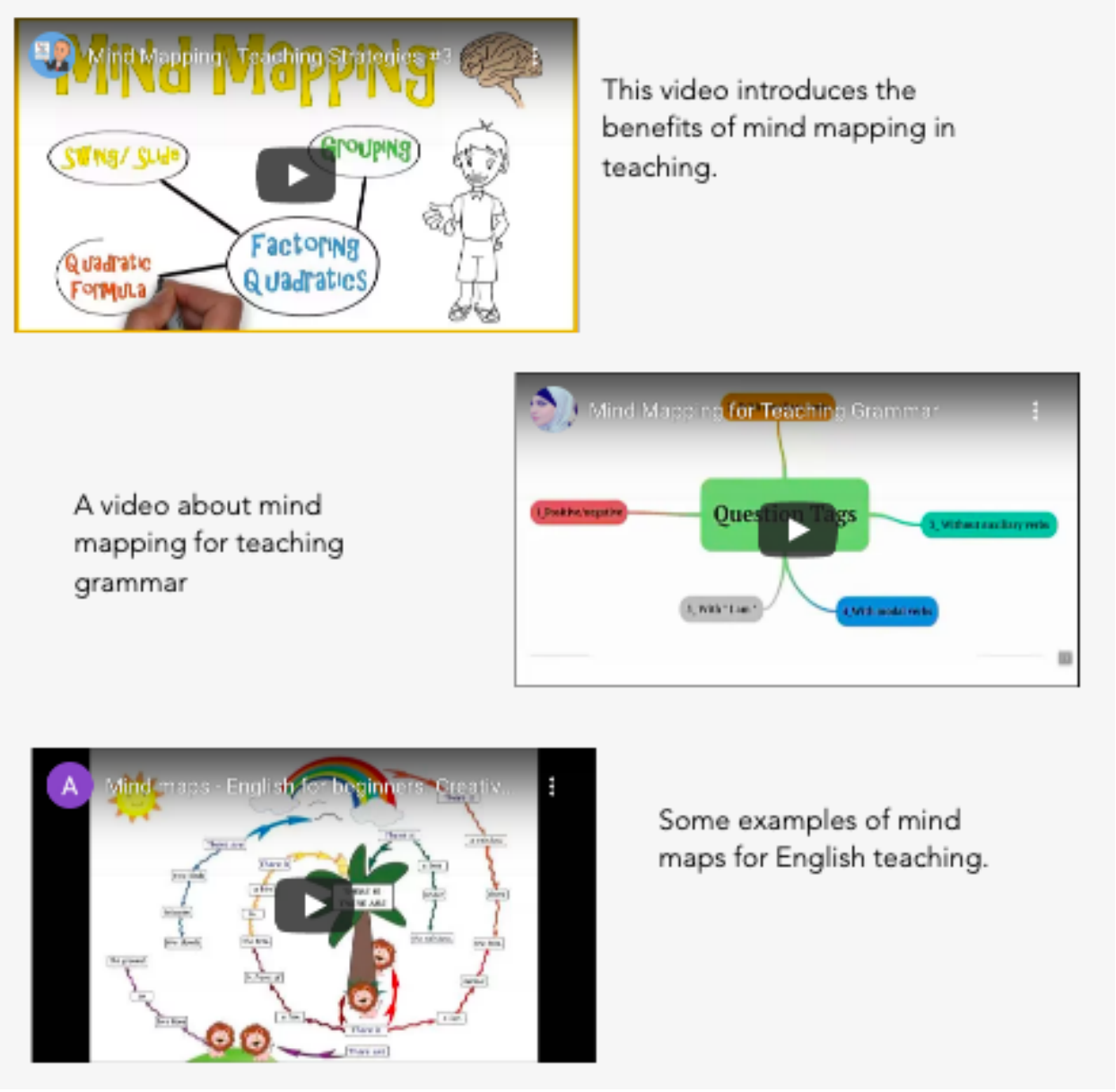

Figure 4.6: Videos for Mind Map

The fourth method is CALL (Computer Assisted Language Learning). Teachers will read about how to use technology tools to assist grammar teaching in or out of the classroom. More useful and interesting tools are recommended via videos (Figure 4.7) on this page. The web address is https://yongqianhuang.wixsite.com/grammarteaching/call.

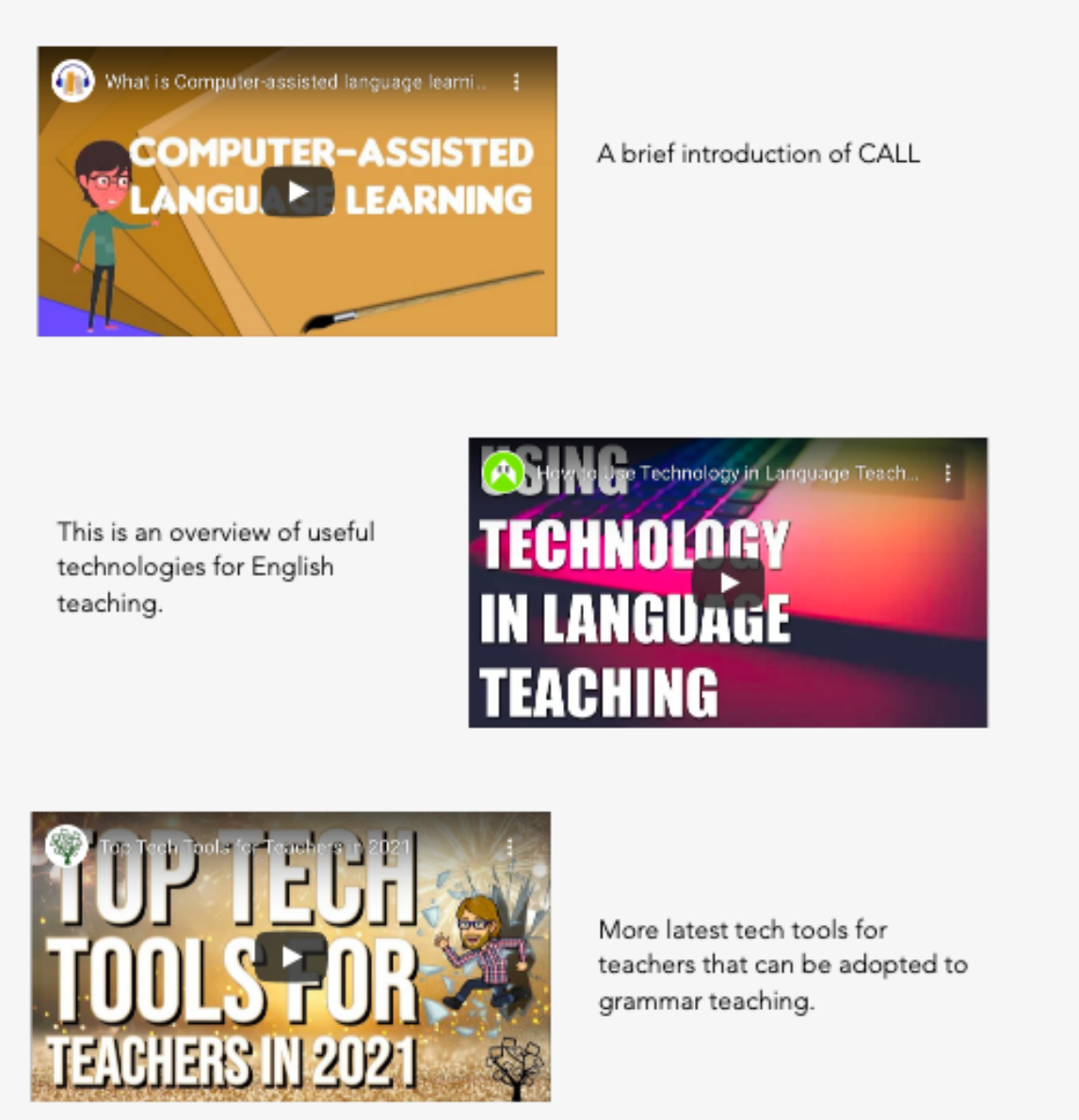

Figure 4.7: Videos for CALL

The third link on the home page is called “Discussion Forum" (Figure 4.8), which contains three parts: self-introduction, questions and answers and useful resources. On the forum, teachers will get the opportunity to network with their associates, share experience from the classroom, and help each other in grammar teaching with suggestions and resources.

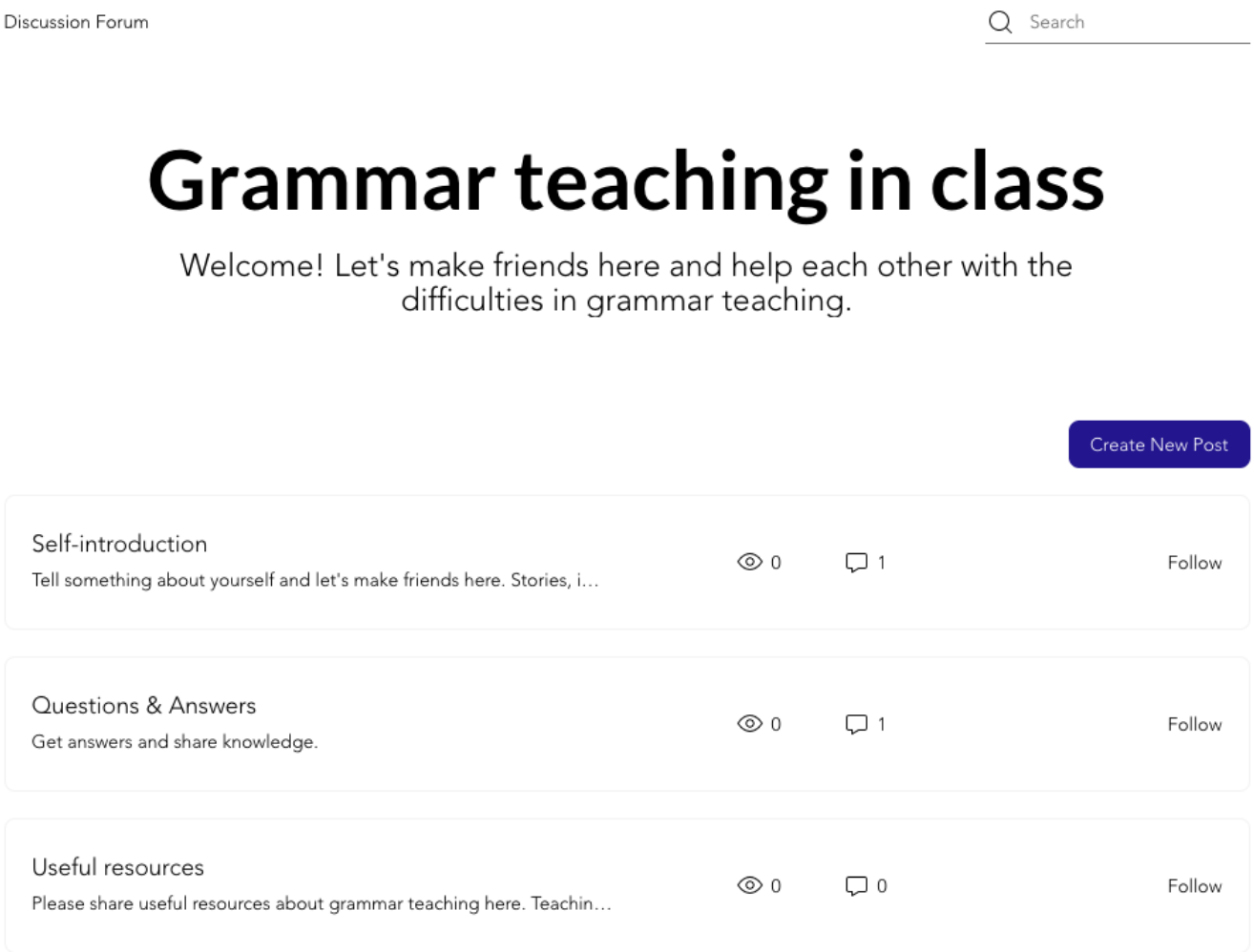

Figure 4.8: Discussion Forum

Teachers will find a fourth link called “Online Resources” (Figure 4.9) on the homepage where teachers could find useful websites that provide a variety of materials for grammar

teaching and learning, such as handouts, lesson plans, online games, exercises, and quizzes. Teachers can adopt these resources to make the grammar classes more effective and fun and satisfy diverse needs of their students. The web address is https://yongqianhuang.wixsite.com/grammarteaching/resources.

Figure 4.9: Online Resources

In the near future, I wish to update more useful information on grammar teaching methods, activities and online resources on this website. Hopefully, more and more Chinese EFL teachers can make good use of the website and interact with each other on the discussion forum so that I can get good advice from them to improve the website and serve them better.

Chapter 5: Conclusion

Grammar teaching has been and will always be a vital part of English teaching even though it is a challenge for both EFL teachers and students. Chinese students have their own specific difficulties in learning English grammar due to the influence of their native language. Therefore, teachers should raise the awareness of these differences from the EFL learners of other language backgrounds and adapt the teaching methods to the Chinese learners' needs.

From my past experience, I notice that both teachers and students are under a lot of pressure and frustration from grammar teaching and learning. For the teachers, although they have input so much energy and attention in grammar lessons, many students still make the same grammatical mistakes repeatedly. As for the students, they are bored with the traditional teaching style and get distracted easily from teachers' instruction in class. In order to share some ideas about the improvement of grammar teaching in the Chinese EFL class, I created a website for the teachers where they can get to know the specific difficulties the Chinese students are faced with and some effective and fun teaching methods and activities that can be adopted in the grammar lessons. They can also use this website as a platform to discuss their own problems in real classrooms and share solutions and support.

While doing the research and setting up this website, I have got a better understanding of how L1 impacts the acquisition of L2. I realize that when the students repeat the same errors and don't make much progress, teachers should collect and analyze these errors to find out the reasons behind. Also, I have got the chance to review the methods of English teaching in and abroad and discover more effective and fun ways to teach grammar.

I hope that this project eases the stress that teachers and students suffer in the Chinese EFL classroom. On this website, teachers can discern what challenges their students need to deal with and what methods and activities they can use to create a relaxing and interesting learning environment. The access to some useful grammar teaching websites is expected to offer teachers good tools for their lesson planning. Additionally, the discussion forum will provide a community for teachers to meet and communicate. Teaching is best when not done alone, and there is so much to learn and improve. Hopefully, this forum can be a platform where teachers can help and cooperate with each other.

In order for this website to be a continued success, it will be updated with information of new teaching methods, activities and resources about grammar teaching. Teachers can also provide suggestions and materials to help with the improvement of the website.

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